

## Section 2: Components of the Mentoring Process

### Component 5: The IGP

The *Individual Growth Plan (IGP)* is initially developed between the teacher and the mentor and is reviewed and approved by the director. Goals are achieved and new ones established throughout the year. Additions will be made to the plan, approved, and reviewed at regular intervals. This cycle continues.

#### Examples and suggestions for activities for professional growth and evaluation:

- Advanced Activities – National Board Certification, Master’s Degree, Community Activities
- Self Evaluation – Videotaping, Journals, Portfolios
- Peer or Supervisor Review – Observation, Self Evaluation Reviews
- Family/Child Feedback – Interviews and Surveys

The *Individual Growth Plan (IGP)* is based on **10 Standards of the Interstate New Teacher Assessment and Support Consortium (INTASC)**. These define the requisite knowledge, skills, and dispositions a teacher needs to be proficient in the classroom.

#### INTASC Standards

- Content Pedagogy
- Student Development
- Diverse Learners
- Multiple Instructional Strategies
- Motivation and Management
- Communication and Technology
- Planning
- Assessment
- Reflective Practice: Professional Growth
- School and Community Involvement

#### Following are

- A matrix of the **INTASC Standards** which align with the **5 major functions and 20 standards of the PKKTPAI**
- **INTASC Standards Simplified**
- Procedures for developing the IGP Blank IGP forms
- Blank IGP forms
- Three examples of IGP’s based on a mentor’s PKKTPAI Snap Shot, the evaluator’s PKKTPAI ratings, and the INTASC standards.